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ABSTRACT

The Workplace Improvement of Necessary Skills (WINS) project was initiated by a statewide coalition of Washington businesses and educational institutions to prepare workers in a number of high-performance workplaces to participate fully in their work environments. Together, the project's 11 sites served 872 participants. All project instructors participated in an initial 3-day orientation/training program, curriculum training, and midproject and final meetings. Site task forces developed site-specific recruitment strategies and identified competencies and validated instructional content with business partners. Most sites completed individual educational plans for all learners. Sites developed their own site-specific curricula, which included instruction in problem solving, critical thinking, communication, mathematics, reading, English as a second language, and computer skills. Instructors, coordinators, and business partners indicated that virtually all participants made significant progress. Most sites had strong assessment procedures (including pre- and posttests and supervisor evaluations) in place to document those gains. In addition, all sites were monitored by the project director and evaluated by external evaluators. The curriculum materials were formatted to make them usable by other instructors in other businesses, and an instructor module on basic skills in the workplace was developed. (Reports on all 11 project sites constitute approximately 75% of this document.) (MN)

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ED 426 260

WINS:
Workplace Improvement of Necessary Skills

Final Report
March, 1998

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WINS: Workplace Improvement of Necessary Skills
Final Report
March, 1998

This state-wide coalition of businesses and educational institutions was funded through the U. S. Department of Education National Workplace Literacy Project and was coordinated by the Washington State Board for Community and Technical Colleges. The following businesses and colleges were involved.

Lynnwood/ Everett

Eaton- electronics (now called Cutler-Hammer) - Edmonds Community College Center for Business Education and Technology
***Intermec**-electronics - Edmonds C C
***Boston Scientific** -electronics - Edmonds C C

Seattle

Korry Electronics - South Seattle Community College
Providence Medical Center - Seattle Central Community College
***American Design** - Seattle Central Community College
Marriott Hotel (Seattle) - Tacoma Community House

Spokane

Itron - electronics - Community Colleges of Spokane
Metropolitan Mortgage - Community Colleges of Spokane
***Ridpath Hotel** - Community Colleges of Spokane
***Marriott Hotel (Spokane)** - Community Colleges of Spokane

Accra-Fab (Spokane) - Community Colleges of Spokane
This site was named in the grant application but dropped out without participating

*These sites were not named in the original grant application. They were able to participate in the project either because there were additional unexpended funds available, or to take the place of business partners who withdrew

Project Purpose and Objectives

The general goals of the WINS project were to prepare workers in a number of high-performance workplaces to participate fully in their work environments. The project was designed to identify specific skills needed in the workplace, then create innovative job-related curriculums with high performance teaching/learning strategies, deliver instruction to insure that workers have the skills they need, and assess their newly acquired skills.

Specific project objectives and their outcomes are as follows.

1. Create project structure: allocate funds and establish procedures, establish communication channels, create record-keeping and reporting structures.

All of the above were established during the first quarter of the grant period. Reporting procedures were adapted based on emergent needs, or new information requested by the Department of Education grant administrators.

2. Select instructional staff, orient and train instructors, create and deliver curriculum training for instructors; instructors and coordinators from all sites share information.

New staff were hired at the beginning of the grant period, and additional staff were added as needed for new sites or classes. As new instructors joined the project, they received on the job training. Instructors, coordinators, and the project director met 4 times during the project. These included an initial 3-day instructor orientation/ training, a curriculum training, a mid-project meeting, and a final meeting. The Project Director regularly communicated with all sites and encouraged them to communicate informally among themselves. Most sites sent representatives to the national Workplace Learning Conferences in 1996 and 1997.

3. Finalize plans for each site: create site task forces, develop recruitment strategies for each site, identify competencies, validate instructional content with business partners.

Task forces played key roles in project development, recruitment, implementation, and evaluation at all sites. All competencies and curricula were developed in collaboration with, and with the approval of business partners.

4. Create core curriculum content and a curriculum template for use by all sites, curriculum customized for each site.

As the grant period progressed, it became apparent that company goals were frequently being revised and reassessed, and that curriculum and instruction needed to reflect those changing needs. At the beginning of the grant it was envisaged that competencies and curricula of all sites would be able to fit into a basic framework or template. This became unfeasible because of the unique nature of each workplace, each group of workers, and each teacher/ curriculum developer. Nevertheless, many significant, innovative and useful curricula have

been developed. Each reflects in its own way an approach to improving the skills needed for success in a high performance workplace.

5. Assessment procedures finalized.

Assessment procedures and measurement of gains were in place at all sites, although these varied greatly from one workplace to another. Pre and post testing for course instruction, which was done at most sites, showed gains in nearly all cases. In addition to pre and post testing, many sites used class evaluations by participants, participant self evaluations, or supervisor evaluations. Checklists to document attainment of target competencies were also developed and used at most sites. More details are noted in the individual site reports. Most of the assessment instruments have been included with the curriculum materials, and are available as noted under item **10** below.

6. Participant skills pre-assessed and individual education plans completed.

At most sites, IEP's (Individual Educational Plans) were completed. They were used, as outlined in the grant, as a means of assuring that the WINS training was only a first step toward a long-term professional development plan, and also to help participants take more responsibility and ownership of their education. At a few sites, IEP's were not used. This was because the time-consuming nature of these assessments would have taken away from the limited amount of training time available. In other cases, the English of the participants was too limited for them to participate in the preparation of an Individual Training Plan.

7. Meet performance goals, and participant progress monitored weekly and necessary intervention made to insure success.

80% of participants complete at least one competency
80% of those who complete show a 20% increase between Pre- and Post-instructional assessment
75% of participants indicate improvement on self evaluation

Instructors and coordinators indicated that virtually all participants made significant progress. Most, but not all sites had a strong enough assessment component in place to document these gains. Such measures as class pre and post tests or documentation of competency attainment by instructors, which were faithfully done at most sites, did show the required gains. Progress was monitored constantly, as this continuous monitoring is integral to quality instruction.

8. Total of 575 participants enrolled.

A total of **872** participants were enrolled in the program. At some sites, the number of proposed training hours had to be reduced, primarily because of production or work demands. However, training was provided to many more participants than expected at some of these sites. Several additional sites joined the project at some time during the grant period, and this further increased the numbers of participants served. (This total number does not include participants at Intermec and Boston Scientific, which used only some seed money to start their otherwise self-financed programs.)

9. Project Director provides monitoring and technical assistance, project progress examined quarterly, progress reports shared with sites and state and federal administration, information on project shared with others in state and nation.

The Project Director provided monitoring and technical assistance throughout the grant period. The process of quarterly sharing was modified because the U.S. Department of Education initially required participation in a national data collection project. As that study ended, data was again collected locally. Progress reports were regularly provided to the site coordinators, State ABE Director, and USDE program officer. This final report, along with the financial report and curriculum materials, constitute the project's final reporting requirements.

Additional information regarding dissemination activities is included in the narrative report which follows.

10. Curriculum materials collected for review and formatting by developers, final curriculum document created, information on curriculum shared with others in state and nation.

Curriculum materials have been formatted to make them usable by other instructors in other businesses, and include many useful assessment instruments. They have been submitted to the Curriculum Clearing House and are also available through the Northwest Regional Literacy Resource Center.

11. Create a module for the Professional Development series on the use of the Workplace Literacy Curriculum.

A module for instructors on Basic Skills in the Workplace has been developed, and is now available as part of the Professional Development series. Three one-day training components were written and field-tested during the grant period. Thirty

people participated in the field-testing, primarily professionals in Workplace Literacy from Washington and Oregon.

In Washington State, 28 instructors have now attended one-day trainings in Workplace Literacy through the Professional Development series. These trainings were customized depending on the needs and interests of the participants, and included various elements of the piloted 3-day training module. The trainings continue to be offered, and are also being offered in Oregon. The training packet is available through the Northwest Regional Literacy Resource Center.

Although this portion of the project was funded primarily through funds from the 353 Adult Education Act, partners in the WINS project had significant input into the development and design of the training module.

12. Workplace impact identified and quantified to extent possible. 100% of businesses report positive impact, citing available data including such information as increase in employee retention and morale, increased supervisor satisfaction, reduced error rate, etc.

All workplaces reported positive impacts from the WINS program. The process of identifying this impact varied greatly from one site to another. At some workplaces, the observable behavioral gains were sufficient to assure that the project had an impact. Because it was already a challenge at many sites to access sufficient training time, testing of participants and gathering of data proved time-consuming and seemed counter-productive for many high-performance workplaces. Workplace representatives often assessed progress and impacts by informal observations, such as participants showing more initiative, participating better in teams or meetings, or showing more willingness to speak English on the job (for limited English speakers). If gains were already tied to some pre-established workplace measures, such as passing certification tests, then the gains proved especially meaningful to worker performance. (See narrative report and individual site reports for more information.)

13. External evaluation process developed, implemented and completed.

External evaluation reports have been completed. These were done by Lynne Iglitzin of the Institute for Public Policy and Management at the University of Washington, (for Seattle area programs), and Mary Wandschneider of the Department of Human Development at Washington State University (for Spokane programs.) They include both formative and summative reports. The evaluations were based on site visits including interviews of instructors, participants, and company personnel, observation of classes and other activities such as task force

meetings, and review of curriculum materials, assessment instruments, and meeting notes. The formative evaluations were very helpful to the program during its development, in suggesting possible new dimensions and/or reassuring staff that progress was being made in a positive direction. The summative evaluations reiterate that the projects at most sites were very successful.

In addition, we cooperated with a national study done by the COSMOS Corporation.

Narrative Report

The grant proposal states that "the Workplace Improvement of Necessary Skills" (WINS) Project would identify specific skills needed in the workplace, then create an innovative job-related curriculum with high performance teaching/learning strategies, deliver instruction to insure that workers have the necessary skills they need, and assess their newly acquired skills.

Most of the businesses involved in the project defined themselves as "high performance" workplaces, and were implementing Total Quality Management (TQM). They had identified a number of competencies which their employees required for effective participation in their workplaces. The WINS project addressed these competencies in numerous ways, and businesses were thus able to benefit from the program by increasing the skill levels of their work forces in identified competencies.

Competencies

One set of competencies identified included **solving problems, thinking critically, brainstorming, and learning how to learn.** Workers would need to know how to prevent problems, how to negotiate, to develop effective solutions and to initiate change when needed.

At Itron, courses in *Problem Solving* and *Conflict Resolution* were designed and implemented, with over 100 participants attending. *Change, Learning Styles, and Teamwork* was a course taught at Metropolitan Mortgage, with 130 participants attending. At Providence Medical Center, a course entitled *Connections* addressed thinking skills including problem solving, learning to learn, and other competencies. In ESL classes, these competencies were also addressed. For example, the Marriott curriculum included employee empowerment and problem solving skills within the TQM context in its *Advanced Hotel Basic Skills* curriculum. These "new" basic skills were a very important component of many of

the programs, and in fact tended to supplant the more traditional basic skills at some sites. It appears that the definition of "basic skills" continues to evolve.

The second set of competencies identified in the proposal was **communication.** This included teamwork skills, participating in meetings, written communication, and listening skills.

Communication was addressed in nearly every WINS component. At Eaton Corporation, courses in *Participation in Meetings, Communications through Writing, Teamwork*, and *Interactions in ESL* all addressed these competencies. *Effective Meetings, Team Interviewing, and Communications* classes were designed and taught at Itron. *Teamwork and Customer Service* were provided at Metropolitan Mortgage. At Providence Medical Center, several *Communications* classes were provided, focusing not only on interpersonal communications, but on interaction and interdependence between departments. Communication for customer service was a component in all hotel ESL classes (Marriott Seattle, Marriott Spokane, and Ridpath). Again, new "basic skills."

The third group of competencies outlined in the proposal was **mathematics.** Employees would need to know fractions, ratios, percentages, graphs and charts, compute interest, and use math to make decisions.

Over 100 participants at Metropolitan Mortgage were instructed in *Basic Financial Math* or *Financial Computations*, in which they strengthened their skills for computing interest percentages, averages and other calculations.
At Itron, over 100 participants were instructed in a *SPC (Statistical Process Control)* class, which included math skills.

Reading emcompassed the fourth group of competencies mentioned in the proposal. Participants would need to read instructions, manuals, warnings, logs, injury reports, information on labels and equipment, and use job-specific terminology.

Reading was a focus of many WINS classes. At Korry Electronics, a *Blueprint Reading* class and a *"No Fear of ISO"* class assisted limited English speakers in the technical reading requirements for their jobs. At Eaton, a *Workplace Reading* class also supported the company's ISO certification by instructing employees in procedure reading and other workplace documents. One instructional component of the *ESL for Work* classes at American Design was how to read and process work orders. At the Work Keys sites (Boston Scientific, Intermec), reading on the job is a major component of the curriculum.

The fifth group of competencies centers around **computer skills**. As worksites become increasingly computerized, accessing information through the computer, using e-mail, and inputting data become necessary skills. Providence Medical Center identified computer skills as essential, as the Distribution department was instituting a new computerized inventory system. The two *Basic Computer Skills* classes were responsive to these needs, and also helped employees in other departments learn to access the computer without fear. The learning centers at both Providence and Korry provided the opportunity for participants to practice keyboarding and to upgrade reading using Skills Bank and other programs. This not only helped them upgrade their skills, but helped them feel comfortable with the computer for worksite applications. At Eaton, the *Communications Through Writing* class included writing e-mail messages, and other writing tasks associated with computerized documentation.

Involvement of Business Partners

In order to receive the benefits which businesses had outlined, all business partners had agreed to set up task forces to oversee activities, including participant recruitment, creation and approval of instructional materials, identification of outcomes for evaluation, and feedback to the instructor. They had also agreed to provide an environment conducive to instruction, which included not only a training space, but scheduling at a time that makes it possible for the largest number of participants to attend, and to offer full or partial paid release time for class attendance.

All sites set up task forces to carry on the above-named activities. In at least one case (Metropolitan Mortgage), the task force was instrumental in setting up the program. However, when new management took over, management took control of the process from the task force; thus the operation of the task force reflected the management changes and power struggles within the company.

In some cases, it was difficult for task force members to find time to meet together frequently. For example, at Itron, the external evaluator wrote that task force meetings at the beginning of the grant were reported by Itron staff to have been lengthy with loose agendas, which did not match the fast paced nature of the company. For reasons like this, many instructors/coordinators found it more feasible to get the work done by touching base with key company personnel one or two at a time, in brief intervals as time permitted. In most cases, certain company representatives were key to the planning and implementation process, and meetings with these key people proved the most effective.

In cases where instructors/ coordinators evolved into becoming more trusted and accepted as members of the company team, working relationships grew and improved in effectiveness. Such working relationships were essential to a program's success, and especially to any possibility of the program's continuing beyond the grant period. In any case, it was necessary for coordinators/instructors to learn how to fit in with the company culture in all respects. Management of task forces was only one example of this.

Partial or full paid release time was provided at all sites, as had been agreed. Classroom space was also provided, although at times it was a challenge for busy, and sometimes rapidly growing companies to find training space for the WINS classes. Scheduling was also a challenge at a number of sites, requiring instructors to teach early in the morning or late at night. These problems were eventually solved through negotiation, cooperation, patience, and in some cases extreme flexibility on the part of instructors.

Involvement of Educational Partners

Educational partners agreed to be represented on site task forces, take a leadership role in creating instructional materials, organizing task force meetings, and collecting data on participant outcomes as well as providing instructional services. In turn, they would be able to achieve the project goals.

All educational partners were involved with company task forces, and in most cases took the initiative to set these up and call meetings. They were the leaders in creating instructional materials, and as such many innovative and useful curricula have been produced. All educational partners provided instructional services, and gathered data, including pre and post tests, participant self evaluations, demographic data, and other required information. The necessity for gathering data under the grant was at times burdensome, although educational partners were always willing to comply. The larger issue was that, given that it was already a challenge at many sites to access sufficient training time, the gathering of data cut further into the amount of training time available. Also, some of the instruments required by the Department of Education required so much personal information that they were perceived by participants as being intrusive. Fortunately, the use of these particular instruments was discontinued.

Benefits to Educational Partners

All educational partners have benefited from providing services under the WINS grant. Many adults who could not have been served by the more traditional community college system, because of work and family obligations, have

increased their basic skills and work-based knowledge. Because these skills were tied to workplace competencies, participants have been able to extend the value of the training by practicing and improving the new skills at work.

Educational partners have all greatly increased their expertise in delivering workbased education, and in forming partnerships with business. The members of this coalition are now regarded as the experts in the state in delivering basic skills instruction in the workplace. The more traditional community college instructional system continues to benefit from this expertise, as it strives to make curriculum and instruction more responsive to the rapidly changing needs of business and industry.

Curriculum Contributions

As noted in item **11** above, the curricula, including assessment instruments developed, have been submitted to the Curriculum Clearinghouse, and are also available through the Northwest Regional Literacy Resource Center, a regional lending library providing easy access by mail for teachers in 4 states.

The proposal stated that training materials would build on some of the strategies, concepts, and materials developed through I-CANS (Integrated Curriculum for Achieving Necessary Skills), which is a project being developed through the Office of Adult Literacy and the ABLE Network of the state of Washington. The I-CANS project reflects many of the workplace skills utilized in a high performance workplace, such as working effectively in a group, exercising problem-solving abilities, and learning and working cooperatively. In fact, many of the curriculum materials reflect these "new basic skills" as taught to meet the needs of high-performance workplaces, and developed in collaboration with workplace representatives.

These materials, as well as those reflecting the more traditional basic skills or ESL, serve as significant and useful models for future programs.

Demonstration/ Dissemination Activities

During the grant period, articles about various components of the WINS program were published in every quarterly issue of *Developments*, the newsletter for Washington State's Adult Basic and Literacy Education Programs, and in the *Regional Resource Roundup*, the publication of the Northwest Regional Literacy Resource Center.

Presentations related to the WINS project were made at a number of conferences, including the annual statewide basic skills conferences, and the national Workplace Learning Conferences in 1996 and 1997.

Benefits to Participants

The grant proposal stated that participants would not only achieve improved basic skills, greater confidence, and increased motivation, but they would also develop better interpersonal skills, critical thinking skills, and group effectiveness skills. This would enable them to perform their jobs more efficiently and accurately, as well as participate fully in their high performance workplaces, thus increasing self esteem, morale, and motivation. Job security and advancement would be enhanced.

Examples of these benefits were documented in the course of the WINS grant. Pre and post testing and documentation of competency attainment demonstrated basic skills gains and improvements in knowledge of subject matter. At Korry Electronics, at least six participants were promoted or were being trained as inspectors. At Providence, several participants were promoted to new positions within the hospital. At the Seattle Marriott, a former grant participant is now the Assistant Housekeeping Manager. Many other instances of benefits to participants are noted in the individual site reports.

Workplace Impacts

The grant stated that workplace impact would be identified and quantified to the extent possible. As mentioned before, 100% of the businesses involved reported positive impacts of the program, and these are noted in each site report. Anecdotal evidence was gathered and documented for all sites.

The grant also stated that the effectiveness of workplace literacy programs has been very difficult to assess, and in terms of quantifiable workplace impacts, this proved true for the WINS program. Some company representatives stated that hard data regarding workplace impacts would be gathered after training, and that the systems were in place to do this. In no case, however, does this appear to have been done. Some of the problems stated by companies at the beginning of the grant (high turnover, high error rates, customer services problems, etc.) could have been tracked for participants vs. non-participants, for example. Many companies reported gains in one or more of these areas, and presumed that the training helped, but there is no hard evidence to support this. Of course, it is very difficult to design an assessment tool to measure this, especially when it comes to "soft"

skills such as Teamwork or Communication, as there are many other variables which cannot be ruled out.

The external evaluators believe that in some cases such data could have been collected. In some instances community college coordinators/ instructors may have seen such processes as being more burdensome tasks with questionable usefulness, or may have realized that such short programs were not destined to have major impacts. But if in other instances they were ready and willing to assist with such efforts, they could not carry them out without the cooperation of the companies. Both evaluators believe that, in cases where the training did not continue beyond the grant period, the collection of this data could have sufficiently demonstrated success in some cases to convince management to continue or to institutionalize training, or to set directions for training in the future.

Whether projects continued after the grant, or went in the direction of becoming "institutionalized" appears to have depended on whether key company decision makers perceived that they were valid, useful, or necessary. This might have depended on their own observation or assessment of gains through informal observation, their trust in the competency of the coordinator or instructors, or other factors. It was the case in more than one instance that if the key implementer, usually a Human Resources representative, left the company, then the program did not continue.

Necessary Factors from the Community College/ Instructor Side.

The following factors were some of the aspects of the programs in the WINS grant which were essential for success.

1) Trained, qualified instructors, preferably with worksite experience. Designing and delivering company-responsive training requires many more skills than just being a competent classroom teacher. Some experienced instructors who had not previously taught in workplaces were able to grow effectively into these positions with the right combination of diligence, flexibility, open-mindedness, resourcefulness, and support. Others were not as successful.

2) Knowledgeable and consistent support from the college. Even for experienced instructors, teaching in any new worksite is a learning experience. Solid but flexible support from the college, and in the case of the WINS program, from the State Board for Community and Technical Colleges, was essential.

3) Being responsive to company needs. In programs which were effective, coordinators and instructors learned that training must be in line with company

goals, objectives, and must fit the "company culture." In order to do this, many of the following criteria must be met.

4) Develop trusting relationships with key company personnel. This was important. It took time, and depended on all the other factors mentioned as well.

5) Having a strong curriculum. A curriculum which reflects the company goals and objectives, and which has been designed with input and support from different levels of company representatives, is a critical component of quality workplace instruction.

6) Having valid and appropriate assessment tools. If programs are not evaluated in some meaningful ways, it is unlikely that they will be instituted over the long term, or will continue to be responsive to the rapidly changing needs of the workplace.

7) Anticipating company trends (downsizing, high production, busy season, changes in management). Although some changes are unpredictable, some can be anticipated by getting to know the company. In the WINS program, some site programs managed to overcome barriers by gaining expertise in dealing with these issues.

8) Being flexible. The site reports contain many examples of classes being canceled, rescheduled, changed in content, completely redesigned, condensed, or alternative educational delivery modes being used. Resourcefulness toward options and modes of delivery was essential. In order to meet the needs of business, we can no longer cling to a traditional educator's mentality of the "standard" classroom approach.

9) Being a consultant, not just a trainer. By being a consultant, it is easier to contribute to the company in ways that may not have been originally identified or anticipated. Such initiatives as simplifying company documentation, setting up learning centers, or helping companies design their own trainings are examples of this. In the WINS program, these initiatives were further examples of how training can be responsive to rapid changes and can be matched with company goals.

10) Tying the instruction to company training already in place. This does not mean to duplicate other training. In fact, efforts not to duplicate existing training may need to be made. Instructional activities can often support company training, by helping learners gain more from company training. This is particularly true for ESL learners, or for those with low basic skill levels. As stated in the grant

ceremonies, and involvement of many company personnel in the planning and implementation, are some of the means to accomplish this. Some examples from the WINS program are mentioned under item 7 below.

Necessary Factors from the Company Side

The following are factors from the company side which were important for success.

1) A commitment to training. At sites where programs were successful, there was a philosophy on the part of decision-makers that training in general was important for employees to succeed in their workplaces.

2) Clear and consistent management commitment and buy-in. This assumes a clear company vision and goals. If goals and vision are in flux, because of management changes, for example, then it becomes very hard to get solid management support for the program, or to get agreement on what should be taught.

3) Buy-in at all levels of the company. Even if top managers believe strongly in the program, it can be sabotaged at any level. At two WINS sites, the fact that supervisors received some kind of reward for production levels worked against their encouraging line workers to attend classes.

Representatives at all levels should be involved in the training design, or at the very least they should approve and support it. This is the reason for Task Forces, which functioned in various ways at all sites.

4) Financial stability. If companies are struggling, then training tends to become a much lower priority. Some of the WINS programs survived extreme ups and downs, which is much to the credit of the flexibility of coordinators/ instructors.

5) At least one key implementer. In most of the companies, it appeared that there was one key person who championed the program, and who had the skills, time and commitment to make it happen. In larger companies, there may have been several people responsible for implementation. When there were changes in who was responsible, this usually caused disruption in the program, at least temporarily.

6) Partial or full paid release time. At all sites, full or partial paid release time was provided. Without this, it is unlikely that classes would have been well-attended.

7) Rewards and/or incentives for participation. Sites which had more successful programs tended to reward participation in other ways as well. At the Seattle Marriott, refreshments were available at each morning class. At Metropolitan, the company was visibly supporting employee dedication by giving pendants and notepads. At Boston Scientific and other sites, graduation parties recognized achievement. At Eaton and Itron, credit or certificates were received for some coursework.

8) Scheduling of classes at convenient times. At all sites, classes were scheduled during the work day, or included in the end or beginning hour(s) of the work shift. This was essential to success, as had been stated in the grant proposal.

9) Training locations conducive to instruction. At many companies, securing consistent training rooms was a challenge, especially in the early stages. In general, the more that WINS instruction took place in "regular" training rooms, rather than makeshift facilities, the more participants felt valued. The securing of standard training facilities represented an important step toward company acceptance and possible "institutionalization" of the program.

Individual Site Reports

Educational Partner: **Seattle Central Community College**
Business Partner: **American Design and Manufacturing**
Coordinators/ Instructors: **Sybil Decker, Jennifer Eudy**

American Design and Manufacturing, a small Seattle-based company, produces customized embroidered logos on clothing and other products. A number of limited English embroidery machine operators were targeted for training. The company was not named in the original grant, but they came on board in 1996, as there were some unexpended training dollars available. The goals of the program were to 1) increase the level of English to facilitate communication and foster a sense of participation and unity within the company, 2) to improve knowledge of production-related vocabulary, and 3) to improve students' demonstrated knowledge of basic language skills for processing work orders.

Total participants served: 9

	1996	1997
Types of classes, hours and numbers of participants	**ESL for Work-** (30 hours)- 9 participants	**ESL for Work-** (72 hours)- 6 participants
Other activities	Buddy program set up	Buddy program continued

Site Outcomes and Workplace Impacts

At American Design, the customized ESL classes were held twice a week before work. There were two levels, so each learner received 1.5 hours of instruction per week. The company contributed partial paid release time.

The goals outlined above were accomplished at American Design. Classes were successful in helping the participants feel more confident in using English on their jobs, and thus increasing their interactions and communications with co-workers. Gains were demonstrated by pre and post testing, and also by anecdotal reports of company personnel. In addition to improvements in verbal interaction, participants increased their ability to read and understand work orders. The Buddy program matched each ESL learner with a native speaker for English practice, tutoring, and sharing. This program was very successful in not only helping the learners improve their English, but in helping native speakers understand more about learners' cultures and customs.

Current Status

After March, 1997, when the grant money was expended, the company hired the teacher, who continued the classes through August of 1997. The company continued to provide partial paid release time. When the teacher moved out of the area, classes were discontinued.

Educational Partner:
Edmonds Community College Center for Business and Technical Education
Business Partner: **Boston Scientific**
Coordinator/Instructor: **Maureen Kill**
Instructor: **Kate Lilly**

At Boston Scientific Corporation, a manufacturer of electronic medical devices, a project was started during the fall of 1996, with seed money from the WINS grant. Edmonds CC assisted the company in completing a Work Keys Profile, which involves setting the literacy skills standards of various company positions. The literacy skills of 64 individuals (both ESL and native speakers) were then assessed, using materials from Work Keys and CASAS.

Several classes were started in 1997 and have been successful. Beyond the initial seed money, Boston Scientific paid for the program on its own. Therefore, the participant statistics are not being reported here, as they were not a part of the WINS grant.

The program continues to date. It has expanded, with classes operating four afternoons per week, and over 60 attendees. Participants continue to show gains as measured by Work Keys and CASAS assessment testing.

The company has reported gains in self-confidence of participants, as well as in their participation in meetings. New management has been very supportive of the program. Many factors have contributed to the program's success, but these were mentioned as being essential:

1) The company's support and enthusiasm for training in general
2) The strength of the Work Keys model
    a. It is directly tied to the skills level of participants' jobs
    b. Participants are motivated by seeing their own gains, without the negative reinforcement of being compared to other participants
3) The fact that Boston Scientific management has made a great effort to recognize the accomplishment of participants within the company

Educational Partner:
Edmonds Community College Center for Business Education and Technology
Business Partner: **Eaton Cutler Hammer**
Coordinator: **Bonnie Barnard**
Instructors: **Polly Painter, Ann Dwyer, Afke de Jong-Keefe (ESL), Susan Dixon (Keys to Personal Success), Michelle Tompkins, (Teamwork, Meetings, Writing), Yvonne Thompson (Reading), John Williams (Teamwork)**

Eaton Corporation (now called Cutler-Hammer) is a manufacturer of photoelectric sensors, located in Everett. The purposes of this partnership were to provide customized basic skills and ESL instruction to train employees to work in a high performance workplace which focuses on total quality management (TQM). All classes were offered at the worksite on half paid release time.

	1995	1996	1997
Participants served to date (unduplicated)	49	61	67
Types of classes, hours and number of participants	**Keys to Personal Success** (3 cycles, 12 hours each) - 49 participants **Interactions in ESL**- (22 hrs) 18 participants **Participation in Meetings** (22 hours)- 18 participants	**Communications through Writing**- (33 hours) 8 participants **Interactions in ESL** (7 cycles, 22 hours each, including 2 levels) participants in each ranged from 4-14 **Workplace Reading** (33 hours) 7 participants **Teamwork in the Workplace**- (22 hours) 10 participants **Participation in Meetings** (22 hours)- 18 participants	**Interactions in ESL** (one cycle, 2 levels, 22 hours each) 8 participants Work Keys assessment and profiling

Site Objectives and Outcomes

Objective	Outcome
Develop assessment strategies and tools to measure participants' progress	Assessment strategies were developed and included pre and post tests for modules, self evaluation forms, and reports from company personnel. Pre/post tests showed considerable gains, did employee comments and self-evaluations
Enroll 55 participants in the project, 13 of whom need ESL training	A total of 67 participants were enrolled in the program, and many benefited from a number of courses At least 18 took ESL classes
Provide 528 hours of instruction or two 3-credit courses per quarter offered over two years	In all, 388 hours of instruction were provided. Because of high production demands, some classes had to be canceled
80% of participants who complete a training course will achieve mastery of priority competencies	Tracking of competency achievement demonstrated that this goal was met.

Issues and Barriers in the Eaton program

The major barrier for this program was that production demands at times forced the canceling of certain classes.

Successes of the Eaton program

The Eaton program was effective in supporting the needs of this high-performance workplace. This is partly because of effective involvement and good partnership on the project Task Force. The Task Force was able to determine the direction of the program, which at times changed slightly. For example, ISO 9000* certification was a major reason for employees needing to increase their

*ISO-9000- International Standards Organization- an organization which certifies companies regarding their documentation and procedures. ISO certification is becoming increasingly necessary for companies to compete in the international market, and provides companies with new challenges to document that employees can read, understand, and explain procedures and other paperwork.

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Unfortunately for this initiative, the Human Resources Manager who had been the main force behind Eaton's WINS program has since left the company. The program therefore appears to have stalled at this time.

Educational Partner:
Edmonds Community College Center for Business Education and Technology
Business Partner: **Intermec Corporation**
Coordinator/Instructor: **Susan Bannan**

In the fall of 1996, Edmonds Community College started a program for limited English speakers at Intermec Corporation, an electronics manufacturer located in Everett, Washington. This start-up phase was the only part of the program funded with seed money from the WINS grant. The purposes of the start-up phase were to help purchase, install, and train on the ELLIS software, and then begin setting up learning plans for employees. (ELLIS is a comprehensive ESL program, focusing primarily on pronunciation.) ESL employees were tested using CASAS. Individual training plans were developed for 14 participants, and a total of 52 contact hours were spent in tutoring, computer orientation, and needs assessment.

The partnership between Intermec and Edmonds Community College has continued until recently, totally funded by the company, and has been continually evolving. The ELLIS software is still being used to a limited extent, but other components have been added. A Buddy Program is in operation, with native speaking employees tutoring limited English employees. The Work Keys and CASAS programs were used to assess the literacy levels of jobs. One cycle of three levels of Work Keys/CASAS-based classes were held in the spring of 1997, and a similar cycle in the fall. The results of these classes surpassed the company's expectations as measured by pre and post testing. The program is now on hold, because jobs are currently being restructured, and this may mean realigning jobs with Work Keys skill levels.

Educational Partner: **Community Colleges of Spokane**
Business Partner: **Itron**
Coordinator: **Sue Johnson**
Coordinator/Instructor: **Ramona Anderson (most courses)**
Instructors: **Paul Galli (Quality), Jim Braun (SPC), David McNeely (Diversity)**

Itron is a manufacturer of meters and meter readers and employs about 450-500 employees (as of 1995) in the Spokane area. The goals of the partnership with the Community Colleges of Spokane were to train employees to work in a high performance workplace which focuses on TQM and continuous improvement. Specifically, employees needed to improve skills in communication and collaboration, leading meetings, documentation and follow-through, computing percentages for Statistical Process Control, and using computers on the job.

	1995	1996	1997
Participants served to date (unduplicated)	115	219	261
Types of classes, hours, and numbers of participants	**Quality-(SPC)** (2 cycles, 8 hrs. each, 34 participants) **Problem Solving-** (7 cycles, 8 hrs. each, 101 participants)	**Conflict Resolution** (2 cycles, 8 hrs., 16 participants) **Problem Solving** (1 class, 8 hrs.)-11 participants **Quality & SPC** (9 classes, 4 hrs.)- 128 participants **Effective Meetings** (4 classes, 2 hrs.each) 42 participants **Team Interviewing** (8 classes, 4 hrs.)- 90 participants **Communications for a Diverse Workforce** (14 classes, 4 hrs.) 87 participants	**Effective Interviewing Skills** (one class, 2 hrs)- 8 participants **Teaching Adult Learners** (one class, 4 hrs.) 3 participants* **Train the Trainer** (one class, 8 hrs.) 6 participants *included trainers from Ripath and Metropolitan

Site Objectives and Outcomes

Objective	Outcome
Develop assessment strategies and tools to measure participants' progress.	Assessment tools consisted of pre and post tests, participant self-evaluations, and documentation of comments from company personnel. Pre-post testing demonstrated some gains.
Enroll approximately 285 employees as participant in the project.	A total of 261 participants were enrolled in the project.
Provide 4 hours of instruction per week per group (20-25) for 5 weeks for a total of 10 to 14 groups.	Although schedules changed from what was planned, a total of 264 hours of instruction were provided. Many participants enrolled in several or all components.
80% of employees who complete a training course will achieve mastery of priority competencies.	It appears that this goal was met, although it is not clear that the methods used to measure it were adequate to assure this.

Issues and Barriers in the Itron program

Itron's workforce fluctuated severely during the grant period. For example, lay-offs in late 1996 resulted in downsizing from 800 to about 500 employees. On the other hand, at certain high-production periods, classes had to be canceled because employees could not be released from work, or were not willing to risk slowing down production by going to class. In the early stages of the grant period, it was sometimes difficult to find a training room, as there were so many activities happening at the company during busy times.

Successes of the Itron Program

Because the community college coordinator and instructors were extremely flexible, most of these problems were solved. Classes had to be held at many odd hours in order to make training available to all employees (examples: classes happening at 5:00 a.m. or midnight). By scheduling training when production

levels were lighter, attendance was good and training was successful. Full release time was offered for all classes.

As the grant period progressed, the coordinator from the Community Colleges was allowed more responsibility and authority within the company. She became more involved in recruitment of participants, and scheduling training room usage, and was also more able to foresee cyclic upswings and downturns in advance. Through a better understanding of the organizational culture, she was able to gain broad and continuing support for the training in the midst of great change, and this was essential to the development and delivery of supportable, quality instruction.

Itron views itself as a learning organization and therefore encourages all employees to participate in ongoing training opportunities, which the company views as significant in three ways: 1) continual awareness of quality 2) potential to grow in technical and organizational skills 3) ability to adapt to a workplace where technology changes over every eighteen months.

To further the learning organization aim, community college personnel were involved in 1996 and 1997 in setting up for local employers an On the Job College- a certificate/ degree program in manufacturing technology. The Itron/ SCC partnership was a leader in this effort. This is being done by assessing non-credit courses, OJT, skill modules and other training, first translating those into competencies, and then credit, so that production employees can begin working towards a manufacturing technology (M-tag) certificate.

In order for this to be successful, learners were being assisted in documenting prior learning through a portfolio process resulting in a learning plan. Also, information and support marketing for the On-the-Job College were provided to learners, and Train the Trainer classes were held for team leaders, enabling them to teach some of these classes.

Workplace Impacts

The external evaluator reports that company personnel reported great satisfaction with the CSS coordinator's flexibility to meet company needs, ability to design high quality appropriate curriculum, and willingness to respond to the company's request for a new type of class. Although the company agreed that the classes definitely addressed desired impacts (to assist employees in understanding the team nature of the environment, to increase employees' skills in operating in a team environment), no specific measures of how these impacts would be assessed in the workplace were reported to have been established. In 1996, the coordinator wrote that the company reported increased production, improved quality

awareness and quality delivery to ISO9000 standards. In 1997, she wrote that the work productivity and work attendance measures, according to Itron, continued to increase as long as training goals and expectations were made clear and supported. Apparently, workplace representatives believed that the training was having the desired impacts.

Participants interviewed by the evaluator reported increased ability to take the lead in helping to resolve conflict within the team, and knowledge of specific conflict resolution techniques. A participant reported that the SPC class provided a much better understanding of charts and graphs, "how to read them, use them, complete them, and what they mean."

As most of the courses focused on "soft skills", instruments to measure the success of these courses or their impact in the workplace would have been very difficult to design. There appears to have been more emphasis on participant self-assessment and on helping participants become motivated toward long-term educational goals.

Current Status, and Impacts Beyond the Company

The pilot of the On-the-Job College began in the fall of 1997, with a first course at Itron. Courses will include some offered either on-line or by video, but accessible at the company site. Itron plans in the future to offer tuition reimbursement for the courses, provided the participant receives a satisfactory grade.

Funding for development of the On-the-Job-College was received through Focus 21 and the Workforce Development Council of Spokane. The program will be offered region-wide after the initial year of development with 5 initial companies.

Educational Partner: **South Seattle Community College**
Business Partner: **Korry Electronics**
Coordinator/ Instructor: **Susan Bannan**

Korry Electronics is located near downtown Seattle, and produces switches, integrated panels and other electronic products for aerospace and defense. About 50% of Korry employees speak English as a second language. The partnership between South Seattle Community College and Korry Electronics was designed to prepare limited-English employees to work in this high-performance workplace which focuses on Total Quality Management. Knowledge of technical terminology, communication skills for better teamwork, and understanding of cultural differences were some of the original goals of the project. These remained the overall goals throughout the project, although there was considerable evolution in how these goals were translated into workplace objectives.

	1995	1996	1997
Participants served to date (unduplicated)	19	82	92
Types of classes, hours and numbers of participants	**Workplace ESL** (18 hours)- 15 participants	**Blueprint Reading** (2 cycles, 20 hrs.each)- 8 participants **ESD*** (2 cycles, 5 hours each)- 77 participants	**Blueprint Reading** (one cycle, 20 hrs., 23 participants) **"No Fear of ISO*"** (one cycle, 6 hrs.)- 50 participants **ESD** (one cycle, 6 hrs)- 70 participants
Other activities	Buddy Program (15 teams) Learning Center (10 participants)	Buddy Program (12 teams) Advising/ counseling/ tutoring (35 participants)	Buddy Program (30 teams) Advising/ counseling/ tutoring (35 participants) Learning Center- (10+ participants)

*ESD- Electrostatic Discharge - training in procedures for handling static electricity to protect the integrity of the products. Employees are required to pass a certification test on the procedures.

*ISO- International Standards Organization - an organization which certifies companies regarding their documentation and procedures. ISO certification is becoming increasingly necessary for companies to compete in the international market, and provides companies with new challenges to document that employees can read, understand, and explain procedures and other paperwork.

Site Objectives and Outcomes- Korry

Objective	Outcome
Develop site-specific assessment strategies and tools to measure participants' progress.	Assessment strategies developed included pre and post testing, passing company certification tests (ESD, blueprint reading), tracking of learning competencies by instructor, observations by company personnel of participants increased self-esteem, more involvement in team meetings, problem solving, etc.
Enroll 90 employees as participants in the project. These employees will participate in groups of about 20, and each participant will enroll in 3-4 modules during the two-year instructional phase.	A total of 92 participants were enrolled in the program. The scheduling and instructional models were considerably changed from the original design, because the new models were able to better meet the changing needs of the workplace.
Provide a total of 192 hours of basic skills instruction in sixteen six-week modules during the two-year instructional phase.	About 100 hours of classroom instruction were provided. In addition, there were several hundred more hours of advising/ counseling/tutoring by the coordinator/ instructor, tutoring by buddies (tutors) in that program, and self-study in the Learning Center.
75% of targeted participants will enroll in at least one six-week module and/or access computer/assisted instruction.	This goal was met. Although modules were shortened, many participants enrolled in a number of different modules/ activities.
80% of participants who complete a module will achieve mastery of priority competencies for that module.	Tracking of competency achievement demonstrated that this goal was also met.

Issues and Barriers in the Korry Program

As in many high-performance workplaces, employees were extremely busy and working a lot of overtime. This made the provision of the planned number of traditional classroom instructional hours unfeasible.

Successes of the Korry Program

Because of these constraints, an innovative and more powerful instructional model was developed. New classroom instructional models were designed and implemented, and motivation/ participation were very high, because of their timeliness, and the imminent needs which these trainings addressed. The company's need to become ISO-9001 certified caused a need for employees to be able to read and explain documentation better, and to become certified (pass tests) in ESD procedures and blueprint reading. Trainings were designed as support for Limited English Speakers in accessing regular company trainings. These classes were extremely successful, with large numbers (almost all) of limited English employees passing the certification tests.

In addition to providing worksite classes, the coordinator/instructor set up a "Buddy Program" (tutoring of ESL employees by native speaking employees). The Buddy Program provided individual tutoring for many employees, while helping the native speaking tutors to understand and appreciate the needs of limited English speakers.

Tutoring, coaching, and supervision of independent study by the coordinator/instructor provided many hours of support in a flexible, as-needed framework. A Learning Center was also established, with many books, a computer for self-study, and a "Korry Dictionary" (a dictionary of job-specific language developed during the grant period) and provided many additional opportunities. Learning computer skills was particularly timely, as all documentation, including the Dictionary, are now on line.

Workplace Impacts

At Korry the workplace impacts were easier to track than at any other site. This is for two reasons: 1) the WINS project trainings were directly tied to, and designed as support for, company training already in place. 2) These trainings had measurable outcomes, i.e., employees passing tests.

Whereas only one limited English worker in a given cell had passed the ESD certification test the previous year, the WINS program resulted in 16 of the 17

participants passing the test in early 1996. As the grant period progressed, over 100 more employees passed the ESD certification test.

Before the WINS program, a computerized blueprint reading program had been purchased, and only one person had completed it. With assistance during the grant period, 27 more employees completed the training.

The company became ISO certified in 1997. The WINS project greatly supported this effort, by assisting with the "No Fear of ISO" training, and providing many other activities to help ESL employees in their understanding of documentation.

Other outcomes: Four grant participants have been promoted to inspector and two more are being trained as inspectors (most with very limited English when they entered the program). One employee reported cutting the time she spent checking and summarizing time cards in half due to skills she improved in the WINS program. An assembly manager reported that the grant program has been a major factor in transitioning teams to a team model. Workers are much more involved in meetings and problem solving now that they have the language skills to understand and participate. Five participants passed their citizenship tests, mostly because of help from their Buddies (tutors).

Current Status

As of March, 1998, the Korry program continues, funded by the company with assistance from South Seattle Community College. The coordinator/instructor continues to "infiltrate" company training components, providing ESL employees with pre-training, co-training, and post-training follow-up. A recent ESL assistance project resulted in achieving reliable results for a company opinion survey. Assistance for limited English speakers in applying for jobs at the company, and understanding benefits and the employee manual once hired, is being provided by rewriting materials and holding short training sessions. The Learning Center continues to be used, and the Buddy program currently has 50 pairs of tutors/learners working together.

Educational Partner: **Tacoma Community House**
Business Partner: **The Marriott Hotel, Seattle**
Instructor/Coordinator: **Ty Dunning**

The Marriott Hotel is located near Sea Tac Airport between Seattle and Tacoma. Approximately 20% of its employees are limited-English speaking. This presents challenges for training, especially in light of the Total Quality Management concepts which are being instituted throughout the hotel. The purposes of this program were to train limited-English employees in basic skills while incorporating Total Quality Management concepts, and to develop a customized curriculum to meet employees' specific needs.

	1995	1996	1997
Total participants (unduplicated)	23	38	55
Types of classes	Three 20-hour cycles of each class Participants in each	Three 20-hour cycles of each class Participants in each	Two 20-hour cycles of each class Participants in each
1 Hotel Basic Skills	8, 8, 8	5, 7, 8	10, 8
2 Advanced Hotel Basic Skills	6, 7, 7	8, 9, 7	9, 7

Site Objectives and Outcomes

Objective	Outcome
Develop assessment strategies and tools to measure participants' progress	These included pre and post tests on team skills, hospitality, and empowerment. Gains ranged from 26% to 34%. Anecdotal accounts of improved communication, self-esteem, problem solving skills, were also documented
Enroll at least 25 employees as participants in the project.	This number was far exceeded, as a total of 55 employees were enrolled
Provide a total of 500 hours of instruction	A total of 440 hours of instruction were provided to participants. In addition, a 40-hour teacher-training course was given to Marriott trainers from California

Objective	Outcome
80% of participants who complete a training course will achieve mastery of priority competencies.	Tracking of participant competencies shows that this objective was met.

Issues and Barriers

Although the original plan was to provide at least 40 hours of instruction over 10-12 weeks for each participant, this schedule had to be modified because of the difficulty of releasing employees from their jobs. Classes were provided in 20-hour class cycles, over 10 weeks. Many participants enrolled in more than one class, and the larger-than-expected number of participants resulted in the projected number of training hours being very nearly met.

Successes of the Marriott Program

As planned, the program provided job-specific ESL instruction for limited English employees. Classes took place from 7:00-8:00 a.m., with the Marriott providing the full hour of paid release time. Although the hours per participant had to be cut, each participant was still able to be in class twice per week, allowing for more frequent review. Three levels of curriculum were developed, from very beginning to "advanced. " The curriculum and instruction were responsive to the Marriott's TQM and customer service principles.

The Marriott program was a small but very successful one. The instructor/coordinator had an office at the Marriott Hotel from the beginning of the grant period. This facilitated his being able to adapt the curriculum to the needs of the hotel, and to be accepted as one of the Marriott's team members. According to the external evaluator, "the program's strength is the degree to which it is well integrated and accepted within the corporate culture of this hotel, due to the leadership of the Human Resources Director and support of the immediate supervisors."

During the WINS project, efforts were made by the instructor and the task force at the Seattle Marriott to "sell" the program to the Marriott at a corporate level. Partly because the Marriott was able to tie the training to its Diversity program, this initiative appears to have been successful. Also, a promotional video produced under the WINS grant, showing successes of the program in Seattle, was helpful.

Workplace Impacts

Although it was suggested that some data be gathered to measure the workplace impact of the program, it appears that hotel personnel had little interest in pursuing this. According to the Human Resources Director, "We just know it works."

The external evaluator wrote that, based on informal feedback and anecdotal evidence provided by both employees and supervisors, participants have improved their communications skills with guests, have a better understanding of guest needs, and communicate better in English with the staff. Employees interviewed stressed the gains they feel they are making: increased comfort level dealing with guests, less shyness, and slow but gradual improvement in pronunciation.

Current Status

The instructor was hired by the Marriott on November 1, 1997. His duties, as well as continuing the program in Seattle, will be to train and consult with Marriott trainers in various parts of the country in ESL teaching techniques and use of the curriculum, and to oversee the implementation of these programs. A pilot project in California has been successfully started.

Educational Partner: **Community Colleges of Spokane**
Business Partner: **The Marriott Hotel, Spokane**
Coordinator: **Sue Johnson**
Instructor: **Lynne Kovacich**

The Courtyard Marriott is a downtown Spokane hotel enjoying growth in its market. The hotel employs about 60 people, 25% of whom are limited English speakers. The Spokane Marriott joined the WINS project in 1997. Because the classes at the Ridpath did not continue, instructional hours were available for this new site. The purposes of the ESL classes were to:

1. Provide English language training for limited-English proficient employees while incorporating teamwork concepts
2. Increase retention among the participant group
3. Facilitate employee customer service responsiveness
4. Facilitate employee understanding of diversity

	1997
Participants served to date (unduplicated)	15
Types of classes, and numbers of participants in each	**ESL- Introduction** - 10 hrs., 10 participants **ESL- Hospitality**- 18 hrs., 12-15 participants **Diversity Training**- 3 hrs., 15 participants

Site Objectives and Outcomes

Objective	**Outcome**
Enroll 15 employees as participants in the project.	A total of 15 employees were enrolled in the project.
Provide a total of 60 hours of instruction.	Thirty-one hours of instruction were provided under this grant; the program continued under other funding.

Issues and Barriers in the Spokane Marriott Program

ESL classes had been held at this site previously, but because of lack of a well-planned curriculum, the program was "rather haphazard and poorly attended."

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Successes of the Marriott Program

The Spokane Marriott called on Ty Dunning, Coordinator/Instructor for the Seattle Marriott, who consulted and provided their field-tested curriculum which had already been designed as responsive to the teamwork and customer service objectives of the Marriott. The previous Spokane Marriott instructor, who was well qualified, continued as the teacher. Classes were held on site after 7 hours of the work shift, and the hotel paid participants full release time for the two hours of class.

Considering the short time that this program was in operation, it was very successful. All measures are anecdotal, as there does not appear to have been any pre- or post- testing.

The external evaluator reported that the hotel manager was very enthusiastic about the amount of progress made through class participation. Employees showed a "marked increase in their confidence in dealing with each other, guests, supervisors, and other employees." The hotel manager said that participants' English had improved only slightly, but their willingness to try using it had greatly increased. He attributed this confidence to both vocabulary and role plays taught in the class.

The evaluator attributed the success of the program to many factors: 1) strong corporate, management, and employee support (partly due to financial stability of the company), 2) paid release time, convenient scheduling, easy access, 3) a strong curriculum which reflects the goals of the company, 4) an experienced, trained, and competent instructor, 5) competent support from the community colleges, and 6) the fact that company managers were in close enough contact with participants to directly see employee progress.

Current Status

Classes continue for two hours per week, funded by the company with assistance from the Adult Basic Education division in providing resources and support.

Educational Partner: **Community Colleges of Spokane**
Business Partner: **Metropolitan Mortgage**
Coordinators: **Sue Johnson, Debbie Edwards, Ramona Anderson**
Instructors: **Debbie Edwards (Change, Learning Styles, and Teamwork), Ramona Anderson (Customer Service), Richard Van Hersett (Financial classes)**

Metropolitan Mortgage is a privately held company which buys and sells mortgages, life insurance annuities, and investment securities. In 1995, there were about 140 employees; this grew to about 400 by December of 1996 because of relocation of employees from other states to the central Spokane site. The program was originally designed to train employees to work in a high performance workplace focusing on TQM, although there was considerable shifting in goals throughout the grant period. Change, Learning Styles, and Teamwork classes were designed to address these originally identified needs.

	1995	1996	1997
Participants served to date (unduplicated)	130	181	215
Types of classes, hours and numbers of participants	**Change, Learning Styles, and Teamwork** (several cycles, 16 hours each)- 130 participants	**Basic Financial Math** (2 cycles, 8 hrs each)- 29 participants **Financial Computations** (6 cycles, 8 hrs each)- 101 participants **Customer Service** (7 cycles, 8 hrs each)- 101 participants	**Customer Service** (4 cycles, 8 hrs each)- 40 participants **Train the Trainer** (6 hrs)-15 participants

Site Objectives and Outcomes

Objective	**Outcome**
Develop assessment strategies and tools to measure participants' progress	Assessment strategies were primarily course evaluations/ self assessments by participants. Pre and post testing for the Financial Computations class showed average pre scores of 47%, and post of 71%
Enroll 160 employees as participants in the project	A total of 215 employees were enrolled in the project

Objective	Outcome
Provide 40 hours of instruction for groups of 25-30 employees. A total of 6 groups will receive instruction over the two years and will meet twice per week for 2 hours for 10 weeks	The schedules and types of instructional modules were considerably modified because of work demands, and because of changing needs analyses. Cycles were condensed. Many participants benefited from all the courses offered, totaling 32 hours of instruction. About 240 hours of instruction were provided altogether

Issues and Barriers of the Metropolitan program

Management changes were a major issue at Metropolitan. Originally, the Task Force identified the need for training in Teamwork and Change, and this course was implemented the first year. The president/owner of the company died in 1996, and new management attempted to define different goals for the company. In fact, the directions changed frequently, and it appeared that because of divisiveness within the company, it was often difficult to agree on an appropriate direction.

At Metropolitan, "basic skills" were defined as such things as teamwork, customer service, and knowledge of financial math. Because of testing done early in the program, it was found that the literacy and numeracy skills were well above 8th grade. It appeared that there was a fairly wide range of literacy and numeracy skills, but participants of different skill levels were not separated into different classes, probably because of the potentially threatening nature of identifying those with lower skills.

Successes of the Metropolitan program

By being responsive to the changing needs of this workplace, the program managed to continue, with training being held into early 1997. New courses (Financial Math, Customer Service) were designed, taught to many employees, and were for the most part well received. Classes did teach some traditional "basic skills" (writing skills, basic math), but for reasons of motivation of participants, were not billed as "remedial". Full release time was provided, and Metropolitan was the only WINS site at which the classes were mandatory for employees. This made participation very high. In addition to the variety of literacy levels, the compulsory nature of the classes explains the wide variety of responses received on class evaluation forms. It appears that the needs of most employees were met by the program, but a few were negative or resentful, as one might expect in a

mandatory program. The company culture which sometimes fostered mistrust, management changes, and relatively low wages of participants, and were also said to have an effect on reactions of participants.

Workplace Impacts

As most of the skills taught were "soft" skills, and probably because of changing company culture, no workplace impact data were actually collected. A Human Resources manager who was pivotal in the program stated in 1996 that: "The company has seen a noticeable change in the awareness level of those employees who are participants in the grant training. Although some areas are still struggling with becoming team-based, the training has been a fundamental part of improving relations, both within and outside their departments. Employees now understand what it will take to become a successful team, and this will assist in expediting the Company's long-term goal of becoming a team-based organization."

In 1996, the coordinator reported that participants learning about themselves (Learning Styles) and how to get information they need (Customer Service training and giving feedback) were raising their level of personal and job empowerment.

These are other examples of participant evaluations: (through learning about change and personality styles) "became more open to new ways of completing tasks." "change organization of how work flows through my department (created better flow)." "Learned how to work with different personality types in my department."

The coordinator reported these impacts: Methodology for developing customer service required company managers, supervisors, and employees to arrive at a consensus regarding the key customer service practices and issues through focus groups. This was a ground-breaking process. The training did establish customer service "norms" across departments. This input resulted in the trainer developing the Metro game and company specific training. A customer service committee has introduced a section on their internal web page and designed incentive programs to promote good customer service. The training made use of and supported the new inter-departmental committees that were being formed to help integrate company services. The community college trainer worked with these committees to identify aspects of the training that could be integrated into new employee orientations and into ongoing customer service training for all existing employees.

The coordinator further reports that: Such consultative approaches are critical with organizations going through radical change with little precedence for successful training. The dichotomy of participant views of the program vs. management

views brought to the surface for the new H.R. Director (hired late in 1996) critical groundwork needed to educate management before company-wide training can be introduced. Future contracts in such situations require a real understanding of the company's culture in order to establish realistic expectations and set a context for the training to succeed.

Current Status- Metropolitan

The partnership with the Community Colleges of Spokane continued in 1997 primarily in a planning mode. A "Train the Trainer" module was developed and delivered. Efforts were made to revise curriculum to reflect new goals, and to continue to empower company personnel to provide future training. As of June 1997, because of higher management lack of support for the new training plan, the company withdrew from the grant, and decided to work internally to both develop a training plan and to offer classes. As of March, 1998, the coordinator of the program believes that there is still the possibility of the Community Colleges contracting with Metropolitan to provide basic skills education in the future.

Educational Partner: **Seattle Central Community College**
Business Partner: **Providence Medical Center**
Instructor/ Coordinator: **Susan Bannan**

Providence Medical Center is a non-profit Catholic institution dedicated to providing high-quality health care to all in a manner that respects the personal values and inherent dignity of the individual. With 1600 employees and 10 off-site clinics, it is the third largest hospital in the Northwest. The purposes of the Providence Medical Center/ Seattle Central Community College partnership were to support the TQM/high performance aspects of the medical center by providing customized basic skills instruction and awareness of career opportunities, and to increase interactions and connections among departments.

	1995	1996	1997
Participants served to date(unduplicated)	24	68	102
Types of classes, hours and number of participants	**Connections #1** (Problem Solving- 20 hours) - 4 participants **Connections #2** (Problem Solving- 20 hours) - 8 participants **Computer Basics** (18 hours- 12 participants)	**Basic Computer Skills I** (3 cycles, 12-18 hours each) 25 participants **Basic Computer Skills II** (2 cycles, 12-18 hour each) 20 participants **Front-line Connections** (2 cycles, 24 hours each) - 8 participants **Intro. to Keyboarding** (2 hours) - 6 participants **Pre-ESI* Training I** (8 hours)- 10 participants **Pre-ESI Training II** (8 hours)-8 participants	**Basic Computer I** (2 cycles, 18 hours each) - 16 participants **Basic Computer II** (1 cycle, 18 hours) - 3 participants **Winning Through Leadership** (24 hours)- 8 participants **Pronunciation for ESL** (2 cycles, 10 5 hours each)- 6 participants **Talking Rain** (Communications, 2 cycles, 6 hours each) - 20 participants **Safety Review** (2 hours)- 16 participants
Other activities	Individual Career Counseling - 8 IEP Development - 12 Individual Coaching -12	Tutoring, coaching, career advising - 12 hours	Learning Center - Tutoring, coaching, career advising, computer practice- 182 hrs -22 participants

*ESI- A new computerized inventory system in the Distribution Department

Site Objectives and Outcomes

Objective	Outcome
Develop assessment strategies and tools to measure participants' progress	Assessment strategies were developed, including self-evaluation forms, pre and post tests for instructional modules, interviews of participants and coworkers, tracking of employee career progress, and documentation of supervisor comments
Enroll a total o 80-120 employees as participants in the project	A total of 102 participants were enrolled in the project
Provide a total of 160 hours of instruction Instruction will be offered in one-hour segments twice a week for 8 weeks or a total of 16 hours per group of 8-12 employees Eight to ten groups will participate in 8-week training modules	A total of 317 instructional hours were provided, in addition to many additional hours of tutoring and self-directed practice The schedule changed because the original model did not prove flexible enough for the changing needs of the workplace Because of the urgent need for Just-in-Time computer and other training, the modules and schedule were considerably modified
80% of participants who complete a training course will achieve mastery of priority competencies	Tracking of competency achievement demonstrates that this objective was met

Issues and Barriers in the Providence program:

Although Providence staff seemed to support the need for Basic Skills training, the reality of releasing employees from their jobs, and finding instructional schedules for employees of a 24-four-hour-a-day, 7-days a week workplace became a major challenge.

Successes of the Providence Program:

In spite of the barriers, it appears that the Providence program was successful by being able to adapt to the needs of a rapidly changing workplace. Computer skills were identified by hotel staff as being a necessary "basic skill" in this workplace, although this need was not identified at the time the grant was written. The instructor/coordinator was able to develop a computer-instruction module in the Just-in-Time framework, and because of the motivation provided by imminent need (the need to be able to use new computerized systems), the program was well-attended and successful. Several other

innovative instructional models were developed, including courses focusing on communication and problem solving skills, and pronunciation for ESL. In addition, the setting up of the Learning Center, as well as providing individual tutoring and career guidance, provided learning opportunities in a more flexible, individualized manner, which met the needs of this worksite.

Workplace Impacts

Some quotes from participants at Providence are examples of increased self-confidence:
"Changed my goals for a new career. Found that I could learn computers."
"It helped me realize that I am still capable of learning and participating with a group, other than my own circle of co-workers, and started wheels for my own job shadowing."
Another comment demonstrates the success of increasing interactions and communications among departments. "I learned that the big picture of Providence shows that we all affect each other, department to department, and person to person."

A number of WINS participants were promoted within the medical center during the grant period, some directly connected to skills learned in class.

According to the external evaluator, employee participants and their supervisors articulated the following gains of the program:

1) self-confidence in ability to learn , 2) increased comfort to deal with anticipated or unanticipated workplace changes, 3) stronger sense of being part of a larger team effort, 4) broader understanding of the larger workplace: roles, functions, and needs, 5) diminished computer anxiety; reduction in fear of being fired for lack of newly acquired computer skills, and 6) enhanced communication skills, especially for limited English speakers.

Current Status

The program at Providence continues at a somewhat reduced level compared to that during the grant. The coordinator/instructor has been hired by the medical center in a part-time advisory/ instructional capacity, and has an office space with a phone on site. She continues to provide short courses, advise participants in career development, and be involved with the Learning Center. She has trained a Providence trainer, who is now teaching the basic introduction to computer course. The Buddy program continues to operate on a small scale.

Educational Partner: **Community Colleges of Spokane**
Business Partner: **The West Coast Ridpath Hotel, Spokane**
Coordinator/Instructor: **Sue Johnson**
Instructors: **Debbie Edwards (Communication), Joan Johnston (ESL)**

The Ridpath Hotel is a large, well-established downtown Spokane luxury hotel. This site joined the WINS project in September, 1996 to replace Accra-Fab, a company which had withdrawn from the grant. Several goals were identified for the project:

1. Increased cooperation between limited-English speaking employees and native English speaking employees
2. Better teamwork within and among departments
3. Increased productivity
4. Increased participant involvement in planning and goal-setting

	1995	1996
Participants to date (unduplicated)	28	42
Types of classes	**Communication Skills for Housekeeping Employees (Diversity)** **ESL for Housekeepers**	**ESL I** (for Laundry employees)- 6 participants **ESL II** (for Housekeeping employees)- 8 participants
Total hours of instruction	32	40

Site Objectives and Outcomes

Objective	Outcome
Develop assessment strategies and tools to measure participants' progress.	Assessment tools developed included pre and post tests, student evaluations, and supervisor ratings. Participants all demonstrated gains through pre and post testing, and other measures were positive as well.
80% of participants who complete a training course will achieve mastery of priority competencies.	Tracking of priority competencies (for ESL classes) shows that this goal was met.

The Program

The Communication Skills (diversity) classes for housekeeping employees focused on communication skills and styles (including cross-cultural), and was designed to facilitate hotel communication among employees and between departments. It was hoped that this training would result in increased acceptance of limited English speaking employees by native English speaking employees, and decrease the subtle harassment which was occurring.

The ESL Class curriculum was adapted from that used at the Seattle Marriott, and covered workplace terminology, forms and procedures, safety at the worksheet, and improved customer awareness. These classes were offered to housekeeping employees in 1996, and expanded to include laundry employees in 1996. In addition to classroom instruction, tutoring and pre-recorded tapes for practicing greetings and questions were provided. It was hoped that, in addition to improving understanding of job duties and customer service, limited English speakers would become more assertive.

Issues and Barriers at Ridpath

The hotel faced many changes during the grant period. It was extensively renovated and remodeled in 1996. It was bought by West Coast Hotels in 1996, and then bought by Cavanaugh Hotels in 1997. Although the hotel provided release time for the classes, it was difficult to release employees for a sufficient number of hours per week to show a great deal of progress. In the hotel's busy season, it was difficult to release employees from work. In the hotel's dead season, employees were not called in to work and thus found it very inconvenient to attend classes. A number of classes were planned and then canceled for numerous of the above reasons.

Successes of the Ridpath Program

In 1996, it was reported (from supervisor evaluations) that students were practicing using English at work, and had a better understanding of work assignments and expectations. Participants said that they felt instructors were helpful, knew English materials well and helped them with questions about work they didn't understand. Most were happy to have the opportunity to study English and wanted to continue classes. The Community College representatives proved very flexible and committed to continuing the program, canceling classes and then offering them when the time was appropriate.

Workplace Impacts

ESL employees were observed speaking English more often to fellow workers and guests, and pointing to written information they do not understand for clarification. As a result of the training, interdepartmental communications processes were simplified and responsibilities more clearly defined. There appeared to be enhanced awareness of safety protocol during evacuations.

Partly because the number of instructional hours was too small, it proved difficult to show gains other gains in terms of workplace impacts for this program. The coordinator from Spokane Community Colleges interviewed students, instructors, and supervisors in 1996 to aid in evaluating the program for planning and to give the corporate office a rationale for a stronger program. The results did show some positive impacts, as noted above.

Current Status

In spite of the positive evaluation results, the Ridpath corporate office did not choose to continue classes in 1997. According to the outside evaluator, the new corporate owners stated that they had gotten what they needed out of the program and that the housekeeping problems had improved. They also stated that they wanted more proof than what was available that it was worthwhile to continue. They believed that the scheduling problems were too difficult to overcome.

This report was prepared by Ann Dwyer under a contract from the
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